Directions: Please complete this form while you are observing each of the EAAA units and report any deviations from the content, positive or negative. You will also be asked to share your overall feedback on the facilitators' delivery of the EAAA training after training day one and training day two. You may share additional notes in the space provided after each checklist.

EAAA Training Day 1 Date:	
Start Time:	
End Time:	
Name:	
Title:	
Facilitator(s):	
# of participants in the room at the time of observation:	

Unit 1: Assess

Check all unit components that were covered as scripted:	*Critical content elements:*	*What content was missed or covered differently? Describe the differences from the script in detail:*	*Describe any supplemental content added because of participant questions or for other reasons:*
☐ **Introductions and general overview of the program** ☐ **Overview of Assess** ☐ **Explain the Program Resource Kits** ☐ **Ground Rules of Conduct**	Facilitators discuss the logic of the program and provide an overview of the unit and program resource kits.		
☐ **Activity 1 Myths and Facts about Sexual Assault – Tic Tac Toe**	Activity 1 highlights common sexual assault myths, reveals		

[Type here]

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
Game	their truths, and emphasizes the consequences of these myths.		
☐ **Sexual Assault as Violence – Facilitator Role-Play**	Facilitator role-play illustrates the violent nature of sexual assault (i.e., it is about perceived power/control using sex as a tool/vehicle).		
☐ **Definitions of Sexual Assault**	Unit content (definitions of sexual assault, rape, and sexual coercion) is reviewed.		
☐ **Activity 2 Prevalence Statistics – Marble Exercise**	Activity 2 reviews statistics for sexual assault and personalizes risk to ensure participants understand that all women are at risk of sexual assault, including themselves.		
☐ **Sexual Assault as a Community Issue**	Unit content (acquaintance vs stranger sexual assault) is reviewed.		
☐ **Preparatory Emotions: Dealing with Fear**			
☐ **What is Risk?**	Unit content (social		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
☐ **Introduction to Social and Environmental Danger Cues**	and environmental danger cues) is reviewed.		
☐ **Activity 3 Large-group Identification of Environmental Danger Cues**	Activity 3 allows participants to practice identifying danger cues by reviewing each cue and discussing potential risks for sexual assault.		
☐ **Activity 4 Small-group Identification of Environmental Danger Cues**	Activity 4 allows participants to practice averting or reducing risk in social situations.		
☐ **Date Rape Drugs** ☐ **What are Personal/Behavioral Danger Cues?**	Unit content (personal/behavioral danger cues) is reviewed.		
☐ **Activity 5 Practice Detecting Danger Cues** ☐ **Activity 6 Practice Counteracting and Undermining Perpetrator Advantages**	Acquaintance Sexual Assault Risk Cue Video (parts 1 and parts 2) is shown to help participants practice identifying environmental and behavioral cues and coming up with simple ways protection strategies to undermine risk while		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
	still having a good/fun life.		

Unit 1 Notes:

Unit 2: Acknowledge

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
☐ **Opening the Session, Introduction, and Review**	Facilitators provide an overview of the unit.		
☐ **Our Personal Rights**	Unit content (rights in personal, romantic, and sexual relationships) is reviewed.		
☐ **The Effects of Experiencing a Sexual Assault**	Unit content (aftereffects of sexual assault) is reviewed.		
☐ **Activity 1 Getting in Touch With Our Emotions When People Don't Listen to Us – Thought Experiment**	Activity 1 allows participants to practice identifying the emotions they feel when someone does		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
	not respect their boundaries.		
☐ **Activity 2 Identifying and Overcoming Emotional Obstacles**	Activity 2 reviews emotional and cognitive barriers to resistance (e.g., relationship goals such as maintaining the relationship, being a good girl, and not misjudging or hurting the perpetrator).		
☐ **Activity 3 Practicing Realistically Identifying Emotional Obstacles to Resistance and Overcoming Them, in the Large Group**	Activity 3 scenario allows participants to identify their own emotional obstacles to resistance. Discussion questions (what are you feeling, what are your goals now, what will do) are reviewed.		
☐ **Activity 4 Practicing Realistically Identifying Emotional Obstacles to Resistance and Overcoming Them, in**	Activity 4 allows participants to identify their own emotional obstacles to resistance (in smaller groups). Participants discuss what they may be feeling and thinking, what they can say or		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
Small Groups	do to stay safe and maintain their relationship goals, and how they may feel if they are unable to meet their goals.		
☐ **Activity 5 Coercive Man Audio Task**	Activity 5 allows participants to identify common verbal tactics in coercive men.		
☐ **"All These Things Mean No" and the Myth of Miscommunication**	Unit content (miscommunication is not a cause of sexual assault) is reviewed.		
☐ **Activity 6 Unpacking the Myth of Miscommunication – Todd and Maxine**	Activity 6 allows participants to identify risk cues and emotional obstacles to resistance and emphasizes that sexual coercion and sexual assault are not the result of miscommunication.		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
	Facilitator addresses victim-blaming statements.		
☐ **How Can We Tell That a Woman Wants to be Touched? – Guide Facilitator Role Play**	Role-play activity shows the ways in which women show they are interested		
☐ **Activity 7 Practice Verbal Resistance in Pairs** ☐ *Acknowledge* **Conclusions** ☐ **Session Wrap-Up**	Activity 7 allows participants to practice responding to verbal coercion.		

Unit 2 Notes:

1. Please provide feedback on the following statements about the sessions from Day 1:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The facilitator(s) were well-prepared.				
The facilitator(s) related to the sailors and built rapport.				
The facilitator(s) made an effort to keep the sailors engaged.				
The facilitator(s) had appropriate and helpful off-script comments.				
The facilitator(s) provided Navy-specific examples and context.				
The facilitator(s) cultivated an interactive, collaborative, and safe environment.				
The facilitator(s) effectively responded to participants questions, comments, and concerns.				

2. After training on Day 1, how would you rate each facilitator's effectiveness in delivering the program?

	Facilitator #1 [print initials _____]	Facilitator #2 [print initials _____]
Not effective		
Somewhat effective		
Effective		
Very effective		

3. Use the space below to provide individual facilitator feedback:

EAAA Training Day 2 Date:	
Start time:	
End time:	
Name:	
Title:	
Facilitator(s):	
# of participants in the room at the time of observation:	

Unit 3: Act

Check all unit components that were covered as scripted:	*Critical content elements:*	*What content was missed or covered differently? Describe the differences from the script in detail:*	*Describe any supplemental content added because of participant questions or for other reasons:*
☐ **Opening the Session**	Facilitators provide an overview of the unit.		
☐ **Activity 1 Effective Sexual Assault Resistance – Brainstorming Sexual Assault Resistance Strategies**	Activity 1 allows participants to create 6 categories of verbal and physical resistance strategies, review examples, and identify effective self-defense strategies.		

☐ **Activity 2 Identifying Obstacles to Forceful Resistance** ☐ **Physical Self-defense & Media Influences**	Activity 2 allows participants to overcome emotional barriers to defending themselves physically against men they know, and facilitators teach participants to get in touch with their anger and know that turning fear into anger is a successful strategy.		
☐ **Activity 3 Role-Play Activity to Demonstrate the Impact of Surprise** ☐ **What Does it Mean to Be Prepared?**	Activity 3 highlights how self-defense goes against a perpetrator's preconceived notions and that the element of surprise can work in a woman's favor.		
☐ **Learning and Practicing Physical Self-defense Techniques**	Unit content (introduction to physical self-defense and safety information) is reviewed.		
☐ **The Self-defense Yell**	Participants practice the self-defense yell to overcome barriers to resistance in public.		
☐ **Activity 4 Self-defense Hits and Kicks with Practice**	Activity 4 allows participants to practice the hammer fist, the inside and outside knife hand, back and side elbow strikes, and front and back kicks.		

☐ **Vulnerable Body Parts**	Unit content (parts of the body that are good strike points in self-defense) is explained.		
☐ **Activity 5 How to Release Wrist & Choke Holds & Other Holds**	Activity 5 allows participants to practice wrist and chokehold breaks, the bump maneuver, and bear hug breaks as common tactics of acquaintance rapists.		
☐ **Activity 6 Practicing Self-defense in Different Sexual Assault Scenarios** ☐ **Session Wrap-up**	Activity 6 allows participants to remember and apply their knowledge and skills.		

Unit 3 Notes:

Unit 4: Relationships & Sexuality

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail.	Describe any supplemental content added because of participant questions or for other reasons:
☐ **Opening the Session**	Facilitators provide an overview of the unit.		
☐ **Activity 1 Becoming Comfortable Talking About Sex – Sharing Slang**	Activity 1 allows participants to become familiar and comfortable with different sexuality terms.		
☐ **Activity 2 Dispelling Myths about Sex and Masturbation – Myths and Facts Game**	Activity 2 highlights that masturbation may provide information about women's sexual desires and wants.		
☐ **Activity 3 Expanding Notions of What "Sex" is – "Having Sex"**	Activity 3 allows participants to expand their repertoire of sexual activities (beyond intercourse) and to identify activities they may enjoy.		
☐ **Activity 4 Which Acts are Desired and With Whom – With Whom**	Activity 4 allows participants to identify which types of		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail.	Describe any supplemental content added because of participant questions or for other reasons:
Would You Do It?	relationships they would feel comfortable engaging in sexual activities.		
☐ **Activity 5 Communicating Our Desire for Safer Sex – Negotiating Condom Use with a Sexual Partner**	Activity 5 allows participants to practice negotiating sex.		
☐ **Activity 6 Communicating Our Sexual Desires – Communication Role-Play**	Activity 6 allows participants to practice communicating their sexual desires.		
☐ **Activity 7 What Makes a Good Relationship**	Activity 7 allows participants to practice identifying personally relevant characteristics when choosing intimate romantic and/or sexual partners to identify potentially coercive situations.		

Check all unit components that were covered as scripted:	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail.	Describe any supplemental content added because of participant questions or for other reasons:
☐ **Responsibility/Blame and Post-Sexual Assault Support**	Unit content (the way knowledge from the program can be used by participants) is reviewed.		
☐ **Program Wrap-up**	Facilitators provide relevant information about how participants can get support locally and within their community.		

Unit 4 Notes:

1. Please provide feedback on the following statements about the sessions from Day 2:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The facilitator(s) were well-prepared.				
The facilitator(s) related to the sailors and built rapport.				
The facilitator(s) made an effort to keep the sailors engaged.				
The facilitator(s) had appropriate and helpful off-script comments.				
The facilitator(s) provided Navy-specific examples and context.				
The facilitator(s) cultivated an interactive, collaborative, and safe environment.				
The facilitator(s) effectively responded to participants questions, comments, and concerns.				

2. After training on Day 2, how would you rate each facilitator's effectiveness in delivering the program?

	Facilitator #1 [*print initials* _____]	Facilitator #2 [*print initials* _____]
Not effective		
Somewhat effective		
Effective		
Very effective		

3. Use the space below to provide individual facilitator feedback: